



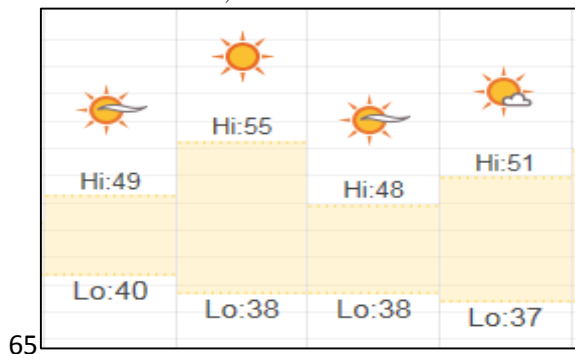
State School Reform-Redesign Office's (SRO) Visit to Tennessee's Achievement School District (ASD)

Trip Objectives

1. To meet with personnel in the Tennessee's Achievement School District (ASD) (a) discuss the composition of the office, (b) learn about the organization of the larger state education agency, and (c) to learn about the funding strategies of the ASD.
2. To learn about the legal framework and turnaround delivery system (from initiation to its current state) that drives district and school turnaround in Tennessee.
3. To compare and synthesize TN-MI state efforts in the areas of district and school turnaround implementation, progress monitoring, intervention and performance outcomes for "gain and non-gain schools"
4. To visit turnaround schools and high-performing charters (i.e. Whitney Achievement Elementary, KIPP Memphis Preparatory Middle School, and Fairley High School.).

Overview

1. **Outbound Flight to Memphis TN -US AIRWAYS FLIGHT # 5585, departs from Detroit Metro Airport** Tuesday, January 27, 2015, Departs 11:55 a.m., Arrives 3:41 p.m.
2. **Hotel-DoubleTree, Memphis, TN**
185 Union Avenue, Memphis, TN. 901-528-1800
Check In Tuesday, January 27, 2015 at 4:00 p.m.
Check Out Friday, January 30, 2015 at 12 noon
3. **Ground Transportation**
Two mini vans are rented at the airport. Steven Curry and Drew Finkbeiner are the drivers
4. **Return Flight to Detroit, MI- US AIRWAYS FLIGHT # 1923, departs from Boston Logan Airport** Friday, January 30, 2015, Departs 7:35 a.m., Arrives 1:08 p.m.
5. **Contact Person at Achievement School District**
Stewart Brevard, Support Team Office Manager (662) 397-8552
6. **Meal Allowances:** Breakfast and Lunch are \$8.50; Dinner \$19.00
7. **Time Zone:** Central Standard Time –one hour behind Lansing
8. **Attire:** Business attire, bring good walking shoes, see weather below
9. **Weather:** Jan 27-30, 2015



DAY 1 – WEDNESDAY, JANUARY 28, 2015

Time		Notes		
6:40 a.m.		Eat breakfast on your own and meet in hotel lobby at 6:40 A.M.		
DEPART HOTEL AT 6:45 A.M. SHARP (estimated 20 minute drive) Travel to Whitney Achievement Elementary School 1219 Whitney Avenue, Memphis, TN 38127 Contact Person: Ash Solar- (901) 692-6006 cell PARKING: behind school, meeting is in the portable building located perpendicular to the school.				
Time	Location	Agenda Item	Note	Staff
7:30 -9:00 a	Portable Building behind school	7:30-8:30 Meeting 8:30-9:00 School Tour	Meet with Executive Director, Head of Achievement Schools, and Principal of Whitney Elementary School	Ash Solar, Executive Director of the Achievement Schools; Nataki Gregory, Head of Schools; Debra Broughton, Principal
TRAVEL TO ASD DOWNTON OFFICE AT 9:00 A.M. (estimated 15 minute drive) Memphis College of Art Teacher Town Office 477 South Main Street, Memphis, TN 38103 Contact Person: Stewart Brevard 662-397-8552 cell PARKING: Metered parking on Main Street, free parking on side streets CHECK IN PROTOCOL: Sign in at front desk to visit ASD Team; elevator is in back of building, elevator code is 33572.				
Time	Location	Agenda Item	Note	Staff
9:30-10:30 a	4 th Floor Room 422 – proceed through office to other side of bldg.- located behind glass doors	Meeting	Meeting with Sara Solar, ED for Teacher Town (Talent partner for Memphis)	Sara Solar, ED for Teacher Town
10:30-11:30 a	4 th Floor Room 422	Meeting	Meet with Malika Anderson, Chief Portfolio Officer	Malika Anderson, Chief Portfolio Officer
11:30a-1:15 p	South of Beale 197 Beale Street 901-523-3711 http://www.alfredsonbeale.com/Menu.php	Lunch	Walking distance-3 blocks	MI Team invites TN Team to join us for lunch Individual pays and gets reimbursed
1:30-2:30 p	1 st Floor Conf Room of Teacher Town Office space, left of front desk	Meeting	Meeting with Achievement Advisory Council (AAC) Members-Ace, Tiffany, Cherly, and Kati	Ace, Tiffany, Cherly, Kati
2:30-3:15 p	1 st Floor Conf Room of Teacher Town Office space, left of front desk	Meeting	Meeting with Andrew Goldin, Head of Schools Yes Prep (Operator that is working to open a school year for 2015-16)	Andrew Goldin, Head of Schools, Yes Prep
3:15-4:15 p	Buff City Coffee 505 S. Main St 901-405-4399	Debrief	Walk to coffee shop and debrief, review questions to ask Rich Haglund at next meeting	SRO

4:30-5:15 p	4 th Floor Room 422	Meeting	Meeting with Rich Haglund, Chief Operating Officer/General Counsel	Rich Haglund, Chief Operating Officer/General Counsel
5:15-6:00 p	Return to Hotel			
MEET IN HOTEL LOBBY AT 6:00 P.M. and WALK TO DINNER- LITERALLY AROUND THE BLOCK Rendezvous 52 South 2 nd Street Memphis, TN-901-523-2746 Reservations made for 12 at 6:30 p.m.- individual checks confirmed by Sharon- call at 11AM with final count				
6:30 - 8:00 p	Michigan Team		Michigan Team Dinner Reservations at 6:30 p.m. Objectives 1&2 (continue) and MDE-SRO Dinner with Brett Lane– Sharon-call at 11 AM to confirm #)	
8:00 p	Michigan Team Returns to Hotel			

DAY 2 – THURSDAY, JANUARY 29, 2015

Time	Note			
7:00 a	Eat Breakfast on your own and meet in Hotel Lobby at 7:00 A.M.			
DEPART HOTEL AT 7:05 A.M. SHARP AND TRAVEL TO KIPP MEMPHIS PREPARATORY MIDDLE SCHOOL 2230 Corry Road, Suite 201, Memphis TN – 901-881-5128 school Crystal Windless, Principal Jamal McCall, Executive Director				
Time	Location	Agenda Item	Note	Staff
8:00 - 9:30 a	KIPP Memphis Prep	8:00-8:05-Sign-In 8:05-8:15- Observe KMPM Morning Mtg 8:20-8:40- Introductions /Questions with Principal and Assistant Principal 8:45-9:20- Classroom Observations 9:20-9:30- Wrap Up and Follow-Up Questions w/ Principal and Assistant Principal	Visit KIPP Memphis Preparatory Middle School	Crystal Windless, Principal Jamal McCall, Exec Director
TRAVEL TO FAIRLEY HIGH SCHOOL (estimated drive 15 minutes) 4950 Fairley Rd., Memphis, TN -901-730-8160 Zach Samson (Principal) Megan Quaile, Executive Director				
10:00-11:30 a	Fairley HS	School Visit	Visit Fairley High School	Megan Quaile, Executive Director, Zach Samson Principal
TRAVEL BACK DOWNTOWN FOR LUNCH (estimated drive 20 minutes) Review Menu in advance to make ordering faster				
Time	Location	Agenda Item	Note	
12:00-12:40 p	Central BBQ 147 E. Butler Memphis, TN Phone – 901-672-7760 Menu - http://cbqmemphis.com/menu/	Lunch	Review menu in advance Individual pays and gets reimbursed	
TRAVEL TO WHITNEY ACHIEVEMENT ELEMENTARY SCHOOL 1219 Whitney Avenue, Memphis TN-217-390-7469 Contact: Lesley Brown, Chief People Officer-217-390-7469 Scott Hindman, CFO Achievement Schools-224-805-3494 PARKING: parking behind school, meeting is in the portable building located perpendicular to the school.				
Time	Location	Agenda Item	Note	Staff

1:00-2:00 p	Room 208 Portable beside parking lot at back of school	Meeting	Meet with Lesley Brown, Chief People Officer for the Achievement Schools and Anna Russo, Talent for Achievement Schools	Lesley Brown, Chief People Officer for the Achievement Schools and Anna Russo, Talent for Achievement Schools
2:00-2:30 p	Room 208	Debrief	Review questions for Scott Hindman at next meeting	SRO
2:30-3:30 p	Room 208	Meeting	Meeting with Scott Hindman, Chief Financial Officer for the Achievement Schools and Isabella Wilson, CFO for ASD	Scott Hindman, Chief Financial Officer for the Achievement Schools and Isabella Wilson, CFO for ASD

TRAVEL TO ASD DOWNTON OFFICE

Memphis College of Art Teacher Town Office

477 South Main Street, Memphis, TN 38103

Contact Person: Stewart Brevard 662-397-8552 cell

PARKING: Metered parking on Main Street, free parking on side streets

CHECK IN PROTOCOL: Sign in at front desk to visit ASD Team; elevator is in back of building, elevator code is 33572.

Time	Location	Agenda Item	Note	Staff
4:00-5:00 p	4 th Floor Room 422	Meeting	Meeting with Chris Barbic, Superintendent of ASD, and Elliot Smalley, Chief of Staff of ASD	Chris Barbic, Superintendent, and Elliot Smalley, Chief of Staff

5:00- 6:00 p Return to Hotel

MEET IN HOTEL LOBBY AT 6:00 P.M. and DEPART FOR DINNER

The Elegant Farmer (as seen on the food network)

262 S. Highland Street, Memphis, TN 38111

901-324-2221

<http://www.theelegantfarmerrestaurant.com/dinner>

Reservations made for 11 folks at 6:30 pm - individual checks confirmed by Brent

Time	Location	Agenda Item	Note
6:30 -8:00 p			Michigan Team Dinner Reservations at 6:30 p.m. Objectives 1&2 (continue) and MDE-SRO Dinner with Brett Lane (individual pays, gets reimbursement)

DAY 3- FRIDAY, JANUARY 30, 2015

Depart for Memphis airport at 5:00 a.m.



MICHIGAN PARTICIPANTS

1. **Bersheril Bailey**
Great Lakes Comprehensive Center
2. **Natasha Baker**
State School Reform-Redesign Office (SRO)
3. **Jill Baynes**
State School Reform-Redesign Office (SRO)
4. **Gloria Chapman**
State School Reform-Redesign Office (SRO)
5. **Louretta Cunningham-Powell**
State School Reform-Redesign Office (SRO)
6. **Steven Curry**
State School Reform-Redesign Office (SRO)
7. **Drew Finkbeiner**
Department of Technology, Management and Budget (DTMB)
8. **Kinyel Friday**
State School Reform-Redesign Office (SRO)
9. **Dan LaDue**
State School Reform-Redesign Office (SRO)
10. **Joshua Long**
State School Reform-Redesign Office (SRO)
11. **Theresa Saunders**
Office of Education Improvement and Innovation (OEII)

MICHIGAN PARTICIPANTS' FLIGHT INFORMATION

Step	Flight/Hotel/Ground	Date/Time	Location	Name and Confirmation Number
1.	Outbound Flight US AIRWAYS #5585 Detroit Metro Airport	January 27, 2015 Depart:11:55 AM Arrive:3:41 PM	Detroit to Memphis	1. Natasha Baker 2. Steven Curry 3. Jill Baynes- 4. Kinyel Friday 5. Louretta Cunningham-Powell 6. Gloria Chapman 7. Dan La Due- 8. Drew Finkbeiner 9. Theresa Saunders 10. Josh Long 11. Bersheril Bailey
2.	DoubleTree 185 Union Avenue Memphis, TN (901)528-1800	January 27, 2015 4 p.m. check-in January 30, 2015 Noon check -out	Memphis	1. Natasha Baker 2. Steven Curry 3. Jill Baynes 4. Kinyel Friday 5. Louretta Cunningham-Powell 6. Gloria Chapman 7. Dan La Due 8. Drew Finkbeiner 9. Theresa Saunders 10. Josh Long 11. Bersheril Bailey
3.	Ground Transportation	Jan 27-30, 2015	Memphis	Two mini vans reserved at the airport Steve Curry and Drew Finkbeiner are the drivers
4.	Return Flight US AIRWAYS # 1923 Memphis Airport	January 30, 2015 Depart:7:35 AM Arrive: 1:08 PM	Memphis to Detroit	1. Natasha Baker 2. Steven Curry-E6XS7N 3. Jill Baynes 4. Kinyel Friday 5. Louretta Cunningham-Powell 6. Gloria Chapman 7. Dan La Due 8. Drew Finkbeiner 9. Theresa Saunders 10. Josh Long 11. Bersheril Bailey

Team,

The purpose of this pre-reading assignment is for us to have extensive background knowledge about Tennessee's education reform efforts and the Achievement School District (ASD) prior to our arrival in Memphis. We can maximize our time with ASD's staff by being well prepared to discuss the reality of current shifts in education reform that have led to significant performance outcomes in Tennessee. In keeping with the notion of being well prepared for upcoming discussions, please review this document and follow the directions. If you have questions, feel free to email me directly, and I will share updates with the larger group. During our meeting Friday, (1/23), we will discuss our strategic direction and the Memphis trip agenda. You will also receive packets for our school visits.

*Thanks,
Natasha*

READING & DIRECTIONS

Reading 1: Order your own ten-dollar Kindle copy of [The Global Achievement Gap](#)

Direction 1: Please read the Introduction, chapters 1-4, and "Five Years Later." Then jot down a few points to share with the group Friday, (1/23). This thinking will be useful as we discuss our 3-to-18 month strategic direction and eventually a larger theory of action for turnaround. You will submit your book receipt with your TN trip reimbursements. Watch [The Finland Phenomenon](#). There are four videos, but the link will get you to the first one.

Reading 2: Click the following link and read [Fordham Report Redefining the School District in Tennessee](#)

Direction 2: Please click the link above, read and prepare to share a few written questions you may want to ask the ASD staff. I am asking that you share and submit these questions Friday, (1/23) on these topics: organizational infrastructure, policy, relationships, achievement, reading, regional support teams. Jill will collect your questions Friday, and she and I will use them to organize the discussion questions for the MDE-ASD scheduled meetings.

Reading 3: Review information in the web links on pages 2 and 3 of this document.

Direction 3: Peruse enough information after clicking the links on the following pages to have a solid understanding of the people, policies and practices in Memphis. It may even be helpful to have some notes handy for discussions. If you're looking for a way to prioritize the links, check out what I've highlighted. ("SHOUT OUT!" to Kinyel for putting this together. ☺)

Reading 4: Kellie Flaminio ordered us copies of [Great Leaders Equal Great Schools: Alliances and Discourse for Educational Reform](#). This text is about education reform in Tennessee. We expect shipments to arrive between Friday, 1/23 and Monday, 1/26.

Direction 4: Once these texts are delivered, Jill will send an e-update so you know when to pick them up from her.

READING 3 WEBLINKS

1. Major Websites

- a) Achievement School District: <http://achievementschooldistrict.org/>
- b) Tennessee Department of Education: <http://www.tn.gov/education/>

2. ASD

- a) Barbic Counters ASD Opposition:
<http://www.memphisdailynews.com/news/2014/nov/12/barbic-counters-achievement-school-district-opposition/> [article]
- b) Achievement School District: <http://www.tnconsortium.org/projects-publications/turn-around-schools/index.aspx> [brief overview]
- c) Crucible of Change in Memphis: <http://www.nytimes.com/2013/04/03/education/crucible-of-change-in-memphis-as-state-takes-on-failing-schools.html?pagewanted=all&r=0> [article]
- d) Principal Description:
<http://www.crpe.org/sites/default/files/ASD%20Principal%20Description%20-%20Christine%20Campbell%20Presentation.pdf> [description]
- e) ASD targets 12 schools: http://tn.chalkbeat.org/2014/10/16/asd-targets-12-memphis-schools-for-possible-takeover/#.VLf3oCvF_Ak [article]
- f) 5 things to know about ASD's expansion in TN: http://tn.chalkbeat.org/2014/09/26/five-things-to-know-about-the-asds-expansion-in-nashville/#.VLf35SvF_Ak [article]
- g) 2nd Year Results: <http://achievementschooldistrict.org/second-year-video-premiere/> [article]

3. YES Prep

- a) YES Prep: Chris Barbic's Vision for Education:
<https://www.youtube.com/watch?v=HEqnkjpg740> [video]
- b) The YES Prep Story: <http://americanradioworks.publicradio.org/features/tomorrows-college/grit/yes-prep.html> [article]

4. Human Resources/ Chris Barbic

- a) Short Bio: <http://www.broadcenter.org/academy/network/profile/christopher-barbic>
- b) Hiring of 1st Superintendent of ASD: <http://news.tn.gov/node/7144> [ARTICLE]
- c) Belief Gap: <http://www.tennessean.com/story/opinion/contributors/2014/12/29/belief-gap-blinds-charter-critics-reality/20875559/> [article by Barbic]
- d) *More of a FYI article, but the end may be of interest:
<http://www.tennessean.com/story/news/education/2014/09/23/chris-barbic-recovering-heart-attack/16098369/> [article]
- e) Staff LinkedIn Profiles:
https://www.linkedin.com/vsearch/p?trk=extra_biz_employees_pub&f_CC=2746619

5. Finance

- a) School Funding & Student Achievement: <http://www.amazon.com/School-Funding-Student-Achievement-SpringerBriefs->

ebook/dp/B00S15DUZS/ref=sr_1_1?ie=UTF8&qid=1421341461&sr=8-1&keywords=tennessee+school+reform&pebp=1421341471863&peasin=B00S15DUZS [book]

- b) Charter School Growth Fund: <http://chartergrowthfund.org/what-we-do/regional-funds/charter-school-growth-fund-tennessee/> [web site]

6. **Reform**

- a) [The State of Education in Tennessee 2012-2013](#)
- b) [Tennessee Key Reports](#) from The State Collaborative on Reforming Education (SCORE) collaboratively supports Tennessee's work to prepare students for college and the workforce. We are an independent, nonprofit, and non-partisan advocacy and research institution, founded by Senator Bill Frist, M.D., former U.S. Senate Majority Leader. With a sense of urgency, we seek two outcomes: (scroll down to bottom of webpage)
- c) Redefining the School District in TN: <http://edexcellence.net/publications/redefining-the-school-district-in-tennessee.html> [book]
- d) Teacher Eval. Reform: <http://eric.ed.gov/?q=+Tennessee+School+Reform+Initiative.&ft=on&id=ED539744> [journal article]
- e) TN ESEA Flex: <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/map/tn.html> [waiver- 1st link]
- f) The PATS Project: A state of Tennessee school reform initiative: <http://eric.ed.gov/?id=ED332294> [journal article]
- g) Turn Around Failing Schools: http://tn.chalkbeat.org/2014/10/15/to-turnaround-failing-schools-nashville-turns-to-experienced-teachers/#.VLghLCvF_Ak [article]
- h) Highlight to State Approaches to School Turnaround: <https://www2.ed.gov/about/units/ed/implementation-support-unit/tech-assist/st-highlights.pdf> [brief]
- i) Race to the Top: Tennessee Report- Year 2: <http://eric.ed.gov/?q=+Tennessee+School+Reform+&ft=on&id=ED539244>

**Prioritize the highlighted texts*

ORGANIZATIONAL INFRASTRUCTURE

1. What are the lessons learned? Identify the pitfalls to be avoided when examining the organizational infrastructure?
2. What are the “must haves” to ensure a successful transition into a reform district?
3. Can you provide details on the process and criteria used to identify and choose the charter companies to run selected ASD schools
4. What is ASD’s exit strategy and how did they come up with 5 years for their turnaround process? [The report was published in 2013, so I wonder if they defined the exit criteria yet.]
5. If a school is returned to the district after the five year turnaround process has been completed, do the teachers return to regular teacher status (instead of continuing as state employees)?
6. What type of investment fund was created? Who are the investors? What is their return? How do you use the funds to incubate the networks to build capacity for the new charters? Has this initiative been sustainable?
 - a. The Walton Family Foundation
 - b. Joyce Foundation
 - c. Hyde Foundation
 - d. State based-philanthropies
 - e. Bill & Melinda Gates Foundation
 - f. Tennessee Charter Incubator
 - g. Teach For America
 - h. Teach Plus
7. What plan was used in order to run interference with community leaders, and helping to make political and funding connections? Did you have designated liaisons? What was the goal? How do you maintain effective communication in order to guide the direction of the ASD initiative?
8. Who are the Charter Management Organizations running the 6 ASD schools?
9. What is the structure of the ASD (managed directly by the State)
 - a. What is their performance record? Demographics? Etc.
 - b. How is their performance monitored?
 - c. What are the stakes for success or failure?
 - d. What is working? Not working? Thoughts on why?

POLICY

1. What were the challenges faced during the initial transition when schools were being co-managed? How did you overcome those challenges?
2. How do you build capacity of the district that is receiving its school back? Are their consequences for a decline after the school is returned? Is there a process to build district capacity while the school is under the jurisdiction of ASD?
3. Further explanation of the feeder-pattern strategy. Has this strategy increased the likelihood of middle and high schools ability to successfully turn around?
4. How did you divide the bottom 5%?
5. Innovation Zone Schools:
 - a. Note: We may consider ways to create innovation zones with criteria that potential CMO’s would have to make petitions to open under the authority of identified authorizers or the state to start-up a new school. This could be an alternative to what has occurred with uncapping the charter school limits. These zones would take the financial state of the school districts within the zone as well as the demographics and academic needs of the students within the identified zone.
6. In cities where zoning has not kept up with changing demographics, neighborhood schools may be under enrolled, sustainability may be difficult, and the recovery district may need to recruit from other neighborhoods anyway. Are there policies in place or being developed to overcome these possible challenges?
7. What is the plan for improving Tennessee’s charter school law this year?

RELATIONSHIPS

1. How does the ASD build relationships with teachers (i.e. trust) with major issues concerning: Teacher salary; Teacher Evaluation/License Renewal, Reduced Union role? Lots of major changes during the past year; teachers were promised a raise by Huffman only to have it rescinded.
2. How does the ASD deal with displaced 6th and 7th grade students from Airway Middle School (matched with Yes Prep) and American Way Middle School (No Match)? How does the ASD handle transportation concerns for parents of displaced students? What about parent engagement?
3. Is professional development on cultural proficiency and cultural competence provided to staff?
4. University of Tennessee: linking student & teacher data for value-added analysis. How effective is this tool? How does it improve teacher and student performance? How do data dialogs enrich instruction? Is it connected to punitive actions?
5. What leadership organizations were contacted? How were they utilized to recruit and train principals?
 - a. What CMO's/ networks were contacted? What qualifications were existed for participation?
 - b. Aspire Public Schools
 - c. KIPP
 - d. LEAD Public Schools
 - e. Yes! Prep
 - f. Green Dot
 - g. Rocketship Schools
 - h. Capstone (Formerly Cornerstone) Education Group
 - i. Gestalt
6. Community:
 - a. How did you address the concerns about the lack of "cultural competency"?
 - b. How are you addressing the grassroots opposition to the work of ASD? How is the effectiveness of the work being monitored and measured?

ACHIEVEMENT

1. What is the ASD doing to ensure that it is keeping its best teachers given the teacher evaluations and job satisfaction? Minority teachers?(recruitment, retention) Many A/A teachers have felt that they were being removed and replaced by TFA teachers and Teach Plus.
2. How are the needs of special need students addressed by the ASD? What does the data show in terms of gains in the academic core subject areas for this group of students? What does the trend data tell us about the numbers of students certified as LD, EI, SPL?
3. How much of the curriculum is developed and provided by the ASD?
4. How much autonomy do schools have regarding the curriculum?
5. ASD stretch target is to have schools move from the bottom 5% to above the 25th percentile in five years. Are you on target? How does this target support long term sustainability?
6. What processes were established for administering the NWEA?
7. What targets were established?
8. Have you conducted a predictability correlation study between NWEA and the state assessments? What was the result?
9. How are the schools utilizing NWEA to inform instructional targets?
10. Have common instructional practices emerged that demonstrate a high rate of effective impact on student learning?
11. How are higher order thinking skills and collaborative learning encouraged and measured?
12. PARC?
13. Are any of the schools close to reaching ASD's proficient/advanced [goal] rate of 55% in reading and math?

14. Regarding the Seed-Feed-Weed philosophy to remove low performing schools after 3 years in the ASD-coming up on the timeframe after this school year. What are your plans for identifying and closing lowest performing schools?

READING

Reading:

1. What impact did the state initiative to provide professional development to all of its teachers on understanding and implementing the new standards adopted by the state?

REGIONAL SUPPORT TEAMS

Regional Support Teams:

1. ASD appears to set up more like a service provider like our ISDs
 - a. Unlike schools in most traditional systems, where the central office retains a considerable portion of per-pupil funding, ASD schools receive 100 percent of their per-pupil funding up front. Rather than taking an amount off the top to pay for its services, the ASD puts the money into the school budgets and provides a menu of services that it can deliver. Some are required for all schools and some are optional, but even when a service is mandatory, the school can decide whether to use the ASD as a provider. (The schools must provide transportation, for example, but make their own choice about whether to use the private busing companies for which ASD subcontracts with Memphis City Schools, or to come up with their own arrangements.) As ASD officials see it, this “activity-based costing” provides greater transparency and accountability in the district’s relationship to schools.

CURRENT TENNESSEE LAW

- In the first cohort of SIG schools (2010-11), Tennessee's SIG applications were relatively compliance oriented, asking district and schools to fill out an application that essentially mirrored the federal SIG template.

- In the second cohort (2011-12), we see the first use of the "iZone" district application, building upon the 2012 law permitting districts to create improvement zones. The iZone applications supplement the LEA capacity portion of the SIG application, and provide a more concise way for the district to describe how it will support schools, through staffing, budgets, and programs. However, the school-level applications are still boilerplate, using the federal template.

- In the third cohort (2012-13), the iZone district applications are even more concise and the LEA SIG applications are totally revamped and essentially aligned with the iZone application - lots of focus on district systems. The school-level SIG applications are revised as well, and included in the SIG applications as Appendixes - however, the school-level applications remain relatively cumbersome plans/applications (in my opinion).

In sum, there is a **clear positive development in the SIG guidance/templates provided by TDE and in the quality and conciseness of the district and school applications, which include Achievement School District applications (they have to apply for SIG funds as a district)**. There is definitely more emphasis on district systems (supports, monitoring, and use of the iZone) and connections between the district office (the iZone) and individual SIG schools.

It may be the case that the planning templates "caught up" to what was already occurring in districts. Or it may be that the state was proactive in shifting the planning tools, which combined with the ASD and the use of Innovation Zones, has led to better SIG plans.

Oh - also important to note that the improvement zone applications provide lots of evidence of community buy-in and stakeholder meetings.

ADDITIONAL QUESTIONS

THEORY OF ACTION AND ROLE OF DISTRICT

We'd like to learn more about your overall theory of action and approach, especially with respect to the relationship between the use of external partners and chartering (which can be seen as imposing to a community) and the importance of community involvement and the role of the district in this work?

RELATIONSHIP BETWEEN ASD AND TENNESSEE DEPARTMENT OF EDUCATION

We would like to learn about the working relationship between ASD leaders and other offices at the Tennessee Department of Education, with respect to how schools are identified, how you make decisions regarding the targeting of SIG funding (and Title I funding), and monitoring and support of priority schools.

1. How do you review the list of priority schools and make decisions re: inclusion in ASD? Is this a joint efforts with officials at TDE?
2. How do you make decisions regarding the targeting of SIG funding (and Title I funding) as well as the monitoring and/or support of these (priority) schools.
 - Are these processes aligned or are there different processes and redundant roles or requirements for districts and schools?
 - Does the ASD monitor and/or support schools? Or does the TDE monitor schools? How are you learning from and about what is happening in ASD schools?
 - From a management perspective, what really seems to be working and how do these organizational features (or working relationships) support local turnaround efforts?

ACCOUNTABILITY LEVERS

From an accountability standpoint, what are some of the key levers and/or policies that have supported districts and schools in being able to make significant changes (e.g., to staffing, curriculum, ways of working)?

WHAT'S WORKING

What's working? What are some of the key practices that you are seeing in the schools making progress? And how do you know?

ROLE OF PLANNING

What is the role of district or school improvement planning, or the development of Turnaround Plans, in this work?

MEETING NOTES

Ash Solar, Executive Director of Achievement Schools

- Talent work and strategy work
- Direct run schools (5 in Frazier)
- Operating schools from scratch
- Direct run
- How we thought through the initial approach to the legislation, talent across the schools of Memphis, the schools
- Accountability, authorization

Infrastructure (Relationship w/Tennessee Department of Education)

- Employment caps at department
- Legislative process
- Couldn't hire people (2010?)
- What are the regulations on department of education, think through how it's different
- We cannot be more bureaucratic than the schools were
- Example: "RFP process for white board and yardstick." Lol
- What's reuried as a department that would be devastating for
- Employees are state employees – working on changing that
- Direct run schools spin off into a CMO to be a nonprofit
- Helpful to be a part of the state initially
- Where are we the same (TDE/ASD)? Where are we different? Should be about how to create great schools rather than figuring out how to buy a white board

Title I, SIG

- "wild card was there were resources
- transition process to bring SIG dollars
- Tied SIG dollars to create Innovation Zones (give the ability autonomy over people, programs, time and money)
 - When can we be the stick? Carrot?
 - Innovation Schools (important to enter district and partner with Memphis) rather than impose ...
 - Innovation Zones and ASD schools Chris and Hobson work together (contentious, collaboration)
- Long-term process, think of our organizations as
 - You run great schools, your section gets larger...worse, smaller
 - The mission is Memphis

Pay-for-Performance System

- Teacher compensation structure
- Pay structure started with PPS ("we pay for outputs for kids, not inputs)
- Paying for the great results each year
- Everyone gets a bump when they come
- Individual salary raises are based on individual performance
- Adopted Gate design (value add,
 - 100% based on individual performance
 - Salary based on Bonus based on ...?
 - \$10,000 based on...

- Create a salary structure that “no great teacher leaves the classroom for money”
- TNTP helped to develop
- For us 5 = \$4,000
- Evaluate accurately and with fidelity (norming with TNTP), fair and accurate rating
- More 3s and 4s than 5s, real 2s unlike
- We’re probably going to have a lot of 3s and 4s
- 5s will be
- TNTP (compensation design and principal norming, teacher coaching model, PD)
 - Cut
- Didn’t want more than 25% new teachers
- Didn’t want to flood turnaround schools

Theresa - Thought workers versus the doers??

- Selection
- Expectations
- Human capital
- Ash – pressures to hurry u p and take schools from folks who had no idea how to runs schools
 - Spent the last two years course correcting
 - Ripple of a hard first year was devastating
 - Autonomy is really about accountability (i.e.
 - Open one school and top quarter springled across one school rather than top quarter with three other quarters (lower), load for human capital was too burdonesome
 - Needed a planning year rathter than a planning summer
 - **GO SLOW ON TALENT...**”hard to fix bran once it goes south”
 - **District painted us the “boogey man”**
 - Conversations about retirement, benefits shot
 - Untruths...

Community Relations

- From Oakland, ran principal transition process
 - Two types of cafeterias (1) angry café (2) empty café
 - Preference is angry because at least folks still care
 - In Memphis it was an empty café
 - Shifted from BIG CAFES to SMALL ROUNDTABLES
 - First thing we showed them was graphic with top and bottom with graphic with 14 boxes (12 at bottom) – shift
 - 5-10 minutes (I am..this is.. not about ...this is ...), listen to what people loved, hated, missed, needed, commitment with we are going to synthesize all that
 - Point was ...
 - In midst of Shelby County-Memphis merger
 - Frazier is a community that is highly transient, switch from white and working class to section 8
 - Figure out how to get figure
 - Contentious matching process
 - 3 month process
 - community members apply to be on the advisory council

- how do parents get a chance to be a part of how to match with a provider (KIPP, ASPIRE, etc.)
- Not just announce placement but give providers opp to engage parents
- Absence of parent participation is hard
- Loud voices ...hostile meetings
- Theory of action was parents should voice their choices and pick but lack of parent turnout

• **“State takeover is hyper localization” that is way more empowering to parents.**

• **Nataki Gregory**

Whitney – Principal

- Instructional focus
- Two blocks (one for reading, one for writing)
- Intervention – several blended learning programs, (iReady and DreamBox (math), blended learning are the supports, children went to supports, reinforced through
- Reading focus
- This year, more strategic and focused on teaching instruction, year to develop them, ability to provide guided reading (as a way to address) each child’s need to make sure we have groups based on their reading levels
- Guided reading plans selection plans based on scholastic
- PD working on that
- Professional development with teachers with this ability
- Those are the areas
- Minds and culture set important to establishing climate to build upon
- Whitenye did this and it was very instrument to push instruction at the way
- Had a “campus design plan” – it addressed everything were going to do, how we are wgoing to talk, walk, expectations, parent conversations, engagement, from start of day to end of day, campus design plan (three or four areas) in four key cares
 - Rigor academic culture and climate
 - Recruit and hire retain exemplary teachers
 - Increase parent engagement
 - Create an environment where observation and feedback are the norm (the expectation, how we continuously got ready every day)
 - They expect to give/give feedback
 - Done district wide
- Where she came from
 - Came from Atlanta and Mobile, Alabama
 - New Leaders for new Schools

- Travel to see high-performing schools
- Had planning year
- Selection of talent aligned to mission and vision (spoke about Ms. Lyons from KIPP)

Sarah Solar, Executive Human Capital – teacher town

- Citywide strategy
- ASD, Teach Plus, TFA, Leading Educators
- University of Memphis partner with Relay for priority schools, School of Ed very few grads go into Memphis to teach...
 - Relay goes after different pop (untraditional)
 - Leadership form the University of Memphis (University of Memphis)
 - Every grad → Priority schools
- How do we maximize, coordinate, collaborate
- What we've struggled with, huge questions, engage, thought partners with our work

Presentation

- Can Jill get the slides?
- “from 5% → top 25%”
- Governance structures, national operators, talent partners
- Effective teaching and school leaders – big gap over the next many years
- Do turnaround work well – different levels of intensity, retention of the best teachers and leaders
- How did you get the players? Philanthropic community, expand, incredibly school opportunities and options, engaged, “local stakeholders: Supt Hopson (on board 2 1/2 , chief bradly leon who runs Innovation Zone, TFA, ASD (Chris Barbric),
- Series of conversations (6-9 months)
- What is the strategy across the city going to be (smaller group discussions) and bigger events, invited in principals and teachers, universities and did day-long retreats
- The ***Making Memphis Teacher Town***
- Getting everyone at the table – not everyone every month but stakeholders at meetings
- ***From conversations***
 - Quantity of Quality Teachers
 - Community
 - Sustainability
- How do we pursue educators the represent the demographic of our students, retain some/percentage of district teachers, new, etc....HEART OF STRATEGY IS HOW WE CREATE A NEW AND EXISTING GROUP OF TEACHERS?

- Really want to focus on/think through the most sustainable ways to seed work to carry fourth

Three buckets for talent pipeline

- 1 - Retain Great Educators
- 2 – Develop Local Talent (new and existing – PD support/opportunities we need/have)
- 3 – Recruit Great Talent (specific to ASD and Innovation Schools (priority schools))

LEADERSHIP PREPARATION

- Relay Principal Fellowship
- Ryan Fellows
- New Leaders

Theresa – how do you sustain the financing?

- 1-2-3 year timeline for financing
- Short outcome targets
- Effectiveness of programs
- Pathway to sustainability – how are you over time become cost effective and relying less and less on philanthropy
- New Leaders, for example, have cost models that rely on substantive philanthropic support
- Other partners are strategic around if this is a sustainable model
- Student tuition going toward “alterative pathways” so supports built in unlike a TFA, for example

Brett – question about recruitment/hiring cohesive schedule??

- Shelby County – Innovation Zones across districts
- ASD – different schools do it differently
- Charters have different salary scales, etc.
- How do we make it easier for teachers to find the right fit
- Shelby County gives iZones early hiring opps so ASD seemingly at disadvantage??

***Malika Anderson, Chief Portfolio Officer**

- Select the schools, partner them
- Matching process, defining performance expectations and holding them accountability (assessment and accountability, etc.)
- **Portfolio Schools**
 - In 3rd year
 - 5 of 30
 - Next year will have 30 schools
 - Charge is to serve bottom 5 in state (most in state – shift to Nashville)

- State School District far more pronounced in the future (shifting to state – expand to include very different realities in Nashville)

- **Disparate**

- Theory of Action automizes, increased accountability and aligned school action decisions to create a portfolio (we are a portfolio district school wide – we are agnostic to the governance of the schools (direct runs will spin off into charters) – what we care about are the outcomes, upfront **HERE ARE THE PERFORMANCE EXPECTATIONS UPFRONT**
- Performance agreements
- Mid-year accountability meetings with schools – provide to state, to avoid applicative “staff”, the state is in position to only ask for additive information – not to burden school
- We use performance expectations to monitor progress throughout the year not the inputs
- Make action in the three year if a school is not on track to be on track with the top 25%
 - One baseline year
 - 2 years
 - if not on track in year three, **CHANGE**
- We are not safe guarding against your failure
- We know this is a risk
- We tell folks, funders, a privilege to serve students and quickly
- We don’t close the schools, we replace the operators with someone who has proven we can do this
- **FOUNDATION OF ACCOUNTABILITY** is the backbone of our theory of action. “autonomy alone will not turnaround schools”

ASD is a part of the Tennessee Department of Education

- Spent first year separating operationally from the TDE to serve operators well
- Relationship now is both strained and hopeful
- Audit situation is overwhelming
- Currently 100% of funding stream goes to schools
- 100% central funded by RTT
- RTT Funds going away
- Put in legislative changes to charge 2% authorizer fee – match philanthropic

Both and strategy

- Quality and access

- A none quality option or having to move because no option in your neighborhood is not choice
- Co-location plan – we decide which schools are joining in December so operators have 7-8 months to work out logistics, community engagement, hiring,
- January – operators work directly with principal with school phasing out
 - Develop co-location plan
 - Entrance
 - Construction, etc.
 - Timelines
 - Audit of equipment
 - **We were clear in the legislation about who owns what – all**
 - **Co-location difficult...Shelby County Supt announced he wouldn't do it anymore if a school goes to ASD**

Regional Teams that work with Districts (not schools – not set up to do that)

- Instructional alignment with common core
- Instructional coaching
- More like state wide system of support (not necessarily
- Piloting consolidated monitoring efforts across all federal funding streams

ACHIEVEMENT ADVISORY COUNCIL (ACC) MEMBERS: Ace, Tiffany, Charerly, Kati

- Rubric that puts them on the short list
- Rubric changed
- Some schools that were automatically matched because they were on the list for several years
- EXAMPLE. Phase in school, co-location,

Ace

- 1 – Understand the history of Memphis and the local neighborhoods
- 2 – Transparency
- 3 – County and state, ASD defined roles

How did you address the cultural competency strategy??

Role was to review the information to make a recommendation on the short list

Chirpy center for public education center conference in Memphis

Andrew Goldin – Head of Schools Yes Prep (Charter Operator)

- Tennessee allows f

- Second year of planning
- Since TX hasn't adopted the common core,
- Will start with one grade level at a time and grow out one year
-

Rich Haglund, Chief Operating Officer and General Counsel

- Clear demand for turnaround
- Lessons learned – build in revenue stream
- **POLICY**
 - Part of state agency
 - Operate different
 - Pull off state resource system
 - Be in charge of employees
 - Purchasing and hiring flexibility
 - Want to get to a place where we are not running schools
 - Spin off into
 - Autonomy balance with accountability
- Director of Charters Schools
 - Helping districts
 - E years ago only districts were authorizers
 - If a district denies an app, the state board can be the authorizer
 - Training schools
 - Charter school grant
 - Monitoring money flows
 - Helping with legislative supports
 - Helped authorizers get
 - MN gets graded by their authorizers
 - They would know what lessons they are learning around that
- Exit status
 - Exit after 5 years
 - If charter after 10 years
 - Transition plan developed by the commissioner
 - Can they exit early??
 - Jill – “how do you define significant progress?” Stipulation says out of priority status for two years

- **POLICY - TN shifted in 2012 and included improvement zones**

- How?
- Brett – clean law
- ASD – employment and operations need to act like a district
- Innovation Zones (Shelby County) ???what about them??
- Policy shifts – what can operators choose versus what we mandate, shift to end of year exam, performance reviews, MAP, etc. shift accountability

MOST PRESSING

- ACTIVE AND FREE USE OF FACILITIES, AND FLEXIBILITY TO DEVELOP
- DEVELOPING METRONASHVILLE AND W/SHELBY COUNTY MOU

Governor appoints the commissioner
Board is appointed by the governor
Chris

KIPP Memphis

Lesley Brown, Chief People Officer*

Anna Russo, Talent for Achievement Schools

- Strong pipelines, average pipelines, the one you just have to do
- **How do we define/decide the ideal teacher**
 - Partnered with
- **Find?**
 - Data, talk to teachers
 - Desire to work in turnaround
 - Folks who have taught in an urban environment
 - Culturally competent
 - Have they worked in a charter environment, do they understand what it means to be “boundary less,” not a choice district, serve every kid that comes to us – a neighborhood schools, you are serving every child whether the kids want to be here or not, have they served neighborhood or not
 - We market ourselves as neighborhood schools
 - Actively seek neighborhood teachers
 - Looking for teachers who want
 - Greater opportunity and supports here than in traditional districts
 - New teachers want to work in this space
 -
- **Attraction?**
 - Shift to focus on each school and each school district

- Facilitate with teachers
- **How do we market ourselves?**
 - Doing more for ourselves and more for teachers
 - Enriching relationships
 - As neighborhood schools –not charters, not turnarounds
- **Leadership selection**
 - 1st year – new leaders
 - 2nd year – created own 1-year residency (school visits to high performing schools)
 - 3rd year – succession planning session to see folks intention (what does the bench look like? Get them connected right now to step into the position when ready)
 - Lessons learned – a plan for individuals who are not successful in the program, clear strategy for what the process looks like, what are the gates along the way, strong adjustments, etc.
 - TDE and civil services
 - Compensation – how did you set as state employee?
 - Logistics
 - Legislation allowed for the type ... See legislation
 - **Performance evaluation and performance-based pay scale**
 - Principal observation, student surveys/stakeholder feedback, SGM (TVAS), student achievement (4 elements averaged together)
 - 50% student outcomes
 - 50% observation/student
 - State measures what is eligible for student growth measures and student achievement measure
 - If non tested subject, can include schools overall test score
 - Six that recognized options for
 - *Cost structure for Pay-for-performance system*
 - Worked with TNTP – drove with it, to detailed, “no one understood it”
 - Revamped it to be flap
 - 3=\$\$1,000
 - 4=\$3000
 - 5= \$4000
 - Raises = individual
 - Bonus=8-10 pt gains as a school (\$5000 bonuses if the school meets its targets)
 -
 - Creating a network-wide coaching model
 - A tiered model
 - New teachers have one

- Struggle or new to ASD have one
- Highest performing teachers have less intensity
- Significantly struggling – performance improvement plan for the next 6-to-8 weeks
- What does it look like to get this person on the right path??

Isabella Wilson, Chief Financial Officer, Achievement School District

Scott Hindman, Chief Financial Officer, Achievement Schools (5 schools)

- RTT (\$30M) to \$200 per kid not straight 2%
- First agency to have their own accounting system
- How do we go about reintegrating
- Lots of angst around being the first to agency to have own financial system
- \$2.4M in SIG dollars
- Current budget \$
- Looking at it in phases
- Planning and transitions structures
- Know your value proposition
-

Pay-for-Performance Structure

- SIG \$ can roll it and spend later
-

Chris Barbric

- Relationship with commissioner, governor
 - Doesn't report to a board, the commissioner who hired him, governor and him were in TFA in 1992
 - ASD is 3 ½ years in
 - Can we reintegrate ourselves back into the DOE
 - Duplicity
 - Reintegrate
 - Are there places where we can share
 - Sustainable model – need low head count
 - New commissioner
 - Brett- question about the full list
 - “we take that”

- look at performance, enrollment, some parents have already voted with their feet
- conversation with local charters, leverage relationships, develop joint criteria with district (was the school on the list again, composite prof growth math, writing, reading science, TVAS scores, in priority neighborhood, feeder patterns, role to play the match.comproces)

▪ **what happens to the priority schools that aren't picked up by the innovation zone? → iZone Competition**

- List re-run in 2017, every school will either be in the ASD, making progress or in the iZone

○ Legislation

- First to the top bill/legislation
- All the stuff the state said it would o
- Happened before I got here
- Initiated by term-limited governor (2010),
- Revised the law – needed LEA flexibility
 - Flexibility around Contracts, HR, shared service agreements with districts, operational things districts are set up to do, wasn't an option
 - One of the first things I did when I got here
 - Six districts impacted by
 - Pitch to the legislature was about getting out of NCLB, built it into the flexibility waiver then

▪ **FUNDING**

- RTT for everything
- \$22M over 4 years to build a school district
- Charter growth fund for charters
- 23 schools
- leadership team for the districts responsible for all schools
- direct run schools
 - internal CMO incubating that will spin off
 - RTT paid for all of that
- Gates \$500K for special education and monitoring
- Trying to charge authorizer fee – reasonable since we are the LEA
- 15,000 kids will cover all of expenses (4 years)
- 7,000 now
- 10,000 next year
- authorizer fee will cover
- Need \$5
- looking to have 25-30 people – not to run campuses
- ***running the neighborhood school like a charter – not opening a charter in neighborhood school***
- Top 3 lessons learned:
 - Not direct run – would have done it in year 2 (still would have done it because we needed skin in the game. Gave a street credibility)

- **Community engagement** – something there, not as contentious
- **Engage the district sooner** – challenge was the largest merger in the nation in districts was happening (Shelby County-Memphis)
- **More thoughtful** about selection
- **Should have done better at** under promise and over deliver
- **Plan better**
 - Launch plan
 - Strategic plan
 - Group to bang on our plan
 - Ed reform, community, state
 - Bring as many naysayers to that meeting
 - Can't do this work without talking about race and class
 - Getting facts and information out there
- **If you put together a team to do this work**

What do you want the organization to looklike in 5 years?

- Lean & Nimble
- Team – who are the people
- Program – what in schools
- Budget – push resources to schools
- Time – how are they spending their time (it all should live at the school)
- 25-30 people organized around
- Seed, feed, and weed
 - Incubate, set up year 0-1 planning time
 - Make sure the schools get the support
 - Every three years “go out to the garden and pull the weeds”
 - “Don't let the bad actors hang around”
- Would organize around these concepts
- Office here and Nashville
- Not just talent at the school but at this level

School action decision